DOCUMENT RESUME

ED 332 229 CS 506 610

AUTHOR Whelan, Wendy Lee
TITLE Enhancing a Child's Self-Concept.
PUB DATE May 89
NOTE 64p.; M.A. Thesis, Kean College.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Childhood Attitudes; Class Activities; Classroom Environment; Educational Research; Grade 6; Intermediate Grades; Personality Traits; *Self Esteem
IDENTIFIERS Piers Harris Childrens Self Concept Scale

ABSTRACT

A study tested the effect on children's self-concept of 4 weeks of activities intended to foster self-esteem. Subjects, 20 sixth graders from a low socio-economic background were randomly assigned to experimental and control samples. The experimental sample received training in self-esteem activities, while the control sample did not. Results indicated no significant difference between the two groups. (One table of data is included, 28 references are attached, and 5 appendixes--including materials from the self-esteem activities, and scores from the Piers-Harris Children's Self-Concept Scale--conclude the study.) (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

951

ED332229

ENHANCING A CHILD'S SELF-CONCEPT

by
WENDY LEE WHELAN

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wendy Lee Whelan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

May 1989

Accepted
4/26/89

Presented in Partial Fulfillment of the
Masters of Arts Degree
Kean College of New Jersey

CS506610

BEST COPY AVAILABLE

TABLE OF CONTENTS

		Page
I	Abstract	ii
II	Acknowledgment	iii
III	List of Tables	iv
IV	Enhancing a Child's Self-Concept	
	Introduction	1
	Hypothesis	7
	Procedures	8
	Results	15
	Conclusions and Implications	16
V	Enhancing a Child's Self-Concept:	
	Related Research	19
VI	References	30
VII	Appendices	
	A. Biography	34
	B. Experimental Sample Worksheets	36
	C. Poem	53
	D. Table of Piers-Harris Self-Concept Scores:	
	Experimental Sample	55
	Control Sample	56
	E. Certificates	58

ABSTRACT

This study engaged a class of twenty sixth grade children from a low socio-economic background randomly assigned to experimental and control samples. Each sample consisted of ten children. It was hypothesized that no difference in self-concept would exist between these two samples at the end of treatment during which the experimental sample was subject to self-esteem activities while control sample was not exposed to same.

An analysis of the results indicated that no significant difference existed after a four week period of activity. However, the slight mean score difference of 3.45 indicated that over a prolonged period of exposure to such treatment a significant difference may result. At this time there is no evidence to suggest that there is a significant correlation between the teaching and learning of self-concept over a short period of time.

ACKNOWLEDGMENTS

I would like to express my appreciation to some of the people that made it possible for me to complete this thesis. Ms. Karen Waldron, teacher, and my students that cooperated in this study. Mr. Tom Peterson and the staff from the Publications Department along with the staff from the Public Information Department at Kean College. For the support I received from Margaret, Maria (WE DID IT!) and Gary.

A special thank you is extended to my parents, Marion and Bill Whelan, for all the encouragement, love and support I have always received. Mom, thank you for remaining calm during all of your assistance, in the past year, even when I wasn't. Dad, thank you for believing in me even when I thought I couldn't. To my sister, Kathleen and brother, Willy, for all of their concern and support.

LIST OF TABLES

Table		Page
I	Results of Self-Concept Experiment	9

> "For once in his life, Robert would remain quiet and perfectly still for a continuous three-hour period. He appeared to be an unruly, overly active, yet harmless child, seemingly incapable of surviving a regular school day without exhibiting at least some form of classroom disruption. Robert seemed to be lacking the necessary prerequisite skills that would enable him to accrue the gold stars and glorious praise awarded routinely to peers in his third grade class. An insidious development process entailing a vicious cycle of behavioral escalation seemed to characterize the student-teacher interaction. Robert's aggressive response to repeated failure in the classroom was evenly matched by his teacher's selective manifestations of irritation and scorn. The punishment and public humiliation of Robert in time adopted a status of routine expectation rather than an infrequent lapse of ongoing daily activity. One day, upon return to their seats following lunch, Robert's student peers could not help but notice a new addition to their instructor's multicolored bulletin board. It was Robert, the victim of a modern-day crucifixion. He was pinned symbolically against the wall, with a series of thumb tacks piercing his long-sleeved white dress shirt in an easily detectable form of a cross. Robert, for at least that afternoon, remained quiet and perfectly still for a continuous three-hour period (Conlee, 1986)."

Although studies have been conducted for years on the one most important aspect of learning; self-concept, only recently have we seen a call to action. The time has come for the significant people who work with children, (teachers, principals, bus drivers, school workers, others)

to end emotional abuse in the schools and replace it with thoughtful efforts to foster positive self-concepts according to a 1982 declaration by Strickland and Campbell.

Emotional abuse has long existed in school in various ways. Research indicates (Quandt, 1984 and Hoff, 1984) that there is a significant correlation between high achieving readers and other academic subjects and high self-concept. On the other hand, low achievers obtain low self-concept scores on tests. Therefore, low performance in school would appear to be due to negative perceptions of the self, while high performance in school subjects is due to positive perceptions of the self.

Children are unique; therefore, the ways in which they learn and are motivated, are unique. The instructor needs to make success more available in more different ways (DelPolito, 1988), and provide flexible yet definite goals.

It is important to allow students the opportunity to praise others, as well as themselves.

Finally, "students should be encouraged to concentrate on improvement, rather than perfection" (DelPolito, 1985).

Mr. Chris Maron (1980) sums up "self-concept as all the beliefs and attitudes children have about themselves." Teachers are significant persons in a child's life. A teacher has ample opportunity to help a child develop the beliefs and attitudes relating to his self, his

social self, and his cognitive self (Knight, Graham, Juliano, Miksza, Tonnies, 1982).

Maron (1980) believes that feelings about the self are important because they effect children's success, sense of worth, ability to love others and to learn. Very importantly, the teacher's role in instruction and evaluation becomes basic to how students perceive themselves, which in turn is the basis for their achievement (and behavior) in the classroom (DelPolito, 1980).

It is important for a teacher to constantly monitor their own verbal cues, nonverbal cues, classroom atmosphere, and acceptance of students. All of these variables will create an atmosphere of trust, respect, understanding, communication and learning.

DelPolito (1980) stated that "teachers continually provide feedback to students regarding their talents and abilities through both verbal and non-verbal interactions." A child should be make aware of and disciplined for inappropriate behavior, but he must understand it is the action that is "bad". In other words,"disapprove of the action, not the student" (Hoff, 1984).

The teacher does most of the speaking in a school day. Therefore, it is important that a teacher provide verbal cues, appropriate for a pleasant classroom environment. Quandt (1984) suggests that negative behaviors should not be rewarded by noticing and saying something in front of his peers. It should be done privately. On the

other hand, allowing the students to notice the appropriate behavior in a child by verbally rewarding it, will boost the child's ego and also encourage other students to follow the same behavior. All children like to be praised and would love to see that a teacher (an important person in the child's life) has noticed something they have done well.

DelPolito (1980) encourages teachers to be honest and accurate in their appraisals of students. They note that a teacher's expectations for a student's performance is a significant determinant of how the student actually responds.

Teachers need to learn to make appropriate non-verbal cues, show acceptance and approval of a child through simple gestures. Most children are very perceptive and aware of facial expressions and body languages, since they were experiencing this well before verbal interaction. Students do not learn just by what they hear, as Knight (1985) suggests -"we learn a lot through our eyes." A smile, a nod, a wink and/or a pat on the back, has tremendous power related to the school climate.

When a child enters the classroom in the morning, he should already feel accepted. It is important for the teacher to have this child believe he is welcome and you are happy to have him as a member of your class. This can be done with a simple statement, smile or just a cheery "hello."

The teacher is one of the important persons whose opinions the child values, so it is important that the pupil feel accepted by the teacher. It is important the pupil feels this acceptance because he values the opinion of his/her teacher.

Quandt (1984) indicates that we can show acceptance of a student by comments we make to individuals about their work and behavior, in your reactions to accidents, in the approaches we use with discipline problems, and in the amount of patience we demonstrate. If a teacher's comments about pupil products are mainly positive, if correction of behavior is aimed at the specific act, rather than the total child, if we remain calm after classroom accidents, if we expect children to be learners rather than experts, acceptance will be a natural element in your classroom.

Lecky, as early as 1945, noted that teachers are with their students so much during the day that they are exposed to every side of that child. If the teacher is to help free the pupil from his distorted picture of himself, she must be significant to him. She must be able to see him as a more adequate person than others have seen him before. It is necessary to find the good in him and show it to him.

DelPolito (1985) believes the more positive the student's perceptions of their teacher's feelings toward them, the more positive their self-image, the better their achievement and the more desirable their classroom behavior.

It is also important for the child to feel accepted by his/her peers. One of the best ways to accomplish this goal is to share interests (Quandt, 1984). Children should communicate with each other. We should allow students the opportunity to express their feelings freely. Strickland (1982) states that "true acceptance means that you take children as they are without trying to make them into different kinds of persons or even wishing they were different." We must grant them the right to their own feelings and ideas.

It is apparent from the literature that the teacher and students in any classroom interact to create a shared environment (Atlanta Corps. Consortium, 1978). "When a teacher establishes an environment that encourages warmth, love and cooperation, he/she enhances the feelings that students have about themselves" (Knight, Graham, Juliano, Miksza & Tonnies, 1982).

If we are to consider the achievement of a child in the classroom, then we should be concerned with developing and enhancing a child's self-concept. To develop a high self-esteem in a child, is to create a child more prepared to learn. The book, Teaching Children to Love Themselves, reminds us that a positive self-esteem is, in fact, an acquired or learned trait. "Teachers are the stepping stones upon which children build their self-concept" (Knight, Graham, Miksza, Juliano, Tonnies, 1982).

The individual who has learned to see himself in a stupid and insignificant way, is enslaved by this self-concept until some significant person or persons in his life help him see himself as capable and worthwhile. In the early years, this may be the mother and father. When he gets to school, it may be one or more of his teachers (Gillham, 1967).

It seems that positive reinforcement encourages learning and negative reinforcement hinders learning. If teachers are interested in learning, they should be looking for what is right, not what is wrong (Knight, 1985).

If teachers are setting their classrooms for success, then the atmosphere is of major importance. Knight (1988) indicates that research shows that clarity, task orientation, time on task, letting students learn the criterion materials, and structuring, are all positively correlated to learning. Teachers should allow students to inquire into subjects an skills rather than to be taught every skill. A teacher should thus give students the opportunity to discover on their own. We should let them feel important for the things the realize they can do.

HYPOTHESIS

Although many opinions on this topic exist, little objective evidence, i.e., research, exists to indicate that self-concept is amenable to change when children are

involved in self-esteem activities as offered to a control sample not exposed to such a treatment: to provide evidence of such on this topic, a study was undertaken. This hypothesis for which "no difference in self-concept would exist between two samples, one of which is subject to activities for the development of self-esteem."

PROCEDURES

Twenty sixth grade students were randomly divided into two even samples, a control sample and an experimental sample. For twenty days the control sample left the room for forty-five minutes and at this time the experimental sample participated in general self-concept activities.

All of the class sessions remained very small and informal.

At the conclusion of the four weeks the control sample and the experimental sample were given the Piers-Harris Children's Self-Concept Scale, "The Way I Feel About Myself" by the experimenter.

The approximate schedule of activities is as follows:

Monday, 28 November 1988

At this time the children were given a general idea of what they would be doing in this class. The first session began with a "Student of the Week" since the children had already been together for a few months. First

a discussion the importance of choosing a student that fit the title was undertaken.

After the "Students of the Week" were chosen other class members were asked to offer a total of four nice comments about the selected children. Following, the "Student of the Week" was asked to say something nice about him/herself.

At the conclusion of this exercise the students began to discuss how they like people that share. Therefore, a small discussion on sharing took place.

At this time the students were introduced to writing in journals. Each child was given a small notebook for this purpose. Henceforth, five minutes at the end of each period was set aside for entries in their journals.

Tuesday, 29 November 1988

The class was initially and randomly divided into pairs. They were asked to discuss any subject that interested them for 15 minutes. Later they were asked to tell the class some new things that they learned about their partner.

At home the students were asked to complete a biography (see Appendix A). These were later placed in folders that the students would have for the remainder of the sessions.

Wednesday, 30 November 1988

As a follow up to the previous days activities we discussed similarities in people. The similarities were written on a large chart, separated down the center with one side for similarities and other for differences, and hung in the classroom.

Thursday, 1 December 1988

We reviewed similarities and moved onto differences in people. These were added to the chart. We discussed both physical and mental differences.

Following this activity the students completed a worksheet (all worksheets can be found in Appendix B).

Friday, 2 December 1988

The students were given a worksheet to complete using their bibliographies as a reference and using their imaginations.

Monday, 5 December 1988

In the beginning of the class the students copied a poem, from dictation, onto their folders (see Appendix C).

Then the class completed a worksheet as an introduction to a discussion on friendship. The students offered their definitions of friendship reasons that they chose friends and kept them. Before the end of class the

students also completed another worksheet pertaining to this topic.

Tuesday, 6 December 1988

The students completed a worksheet involving how it feels to be a new member of a classroom and this became the basis for the class discussion.

Wednesday, 7 December 1988

In randomly assigned groups the children discussed and completed two worksheets on how it feels to be left out of fun events and completed a word puzzle on feeling words. Later conclusions were discussed with the class.

Thursday, 8 December 1988

For a bulletin board the children participated in the "Name Game" as an introduction to general feelings about themselves.

Example:
W onderful
E xcitable
N ice
D ependable
Y apper

When these were completed the children had a chance to show theirs to the rest of the class.

Friday, 9 December 1988

As a basis for discussion the class completed two worksheets on individual and specific feelings about

themselves at a given time. These worksheets were shared with the class in a group discussion.

Monday, 12 December 1988

The children completed a worksheet on the future and way the future is going to effect their personalities, ideas and values. This worksheet is called The Person I'd Like to be Like.

Tuesday, 13 December 1988

The children developed a bulletin board. Each child's name was written on a separate piece of paper in large letters. At this time the children were allowed to write something nice that they had seen this child do in the past. In the future, this bulletin board could be added to whenever the children had witnessed something nice taking place.

Wednesday, 14 December 1988

The children, individually, made a list of all the things that made them angry or unhappy. When this was completed they cut out five large circles from various colored construction paper and also cut out antennas. These were used to make caterpillars.

Thursday, 15 December 1988

The children constructed their caterpillars and on each round part of his body they wrote one of the things they disliked or made them unhappy from their list. Each student shared their caterpillar with the class and then displayed it in the front of the classroom.

Monday, 19 December 1988

The students held up a hand mirror and told the class one thing they liked about themselves. These could be either physical or mental qualities. If the child had a problem coming up with something the class helped with a suggestion. This began as a difficult activity, but later the students were enjoying themselves.

Tuesday, 20 December 1988

Since the new year was quickly approaching the children discussed the future. They completed a worksheet called Looking Ahead and their ideas on what the future would be like.

Wednesday, 21 December 1988

The students made a candle with a flame on top. On the flame they wrote the name of a person they admire and on the candle one sentence about why they admire that person. Following this activity the children filled out a

worksheet on the types of people they would like to be if given specific choices (ie. rich or famous) and gave reasons for their choices.

At home the children completed another worksheet on how to get along with grownups, which would be an introduction to the following days activities.

Thursday, 22 December 1988

The previous days activities brought about a discussion on grown-ups. The students discussed the worksheet they had done for homework.

Friday, 23 December 1988

To complete the old year, together the students worked on a sheet titled A Time to be Grateful and with this listed and drew pictures of the things they were glad they had.

Also the idea of a New Year's Resolution was discussed and each child came up with one for themselves. These were placed in the caterpillar's mouth (see entry 14 December 1988).

Tuesday, 3 January 1988

As a conclusion to the class the children had to really think about all the good things they believed they do and had done for other people. This was discussed and the children completed a worksheet called the Good Deed Pyramid.

The children listed and again drew pictures of some of the things they had previously done that were good for other people.

Periodically, the students changed the "Student of the Week" bulletin board.

The researcher gave out several awards to the students. These were always announced to the class (see Appendix D).

RESULTS

The results of this experiment indicate there is no significant difference between a sample of ten children receiving self-concept activities for four weeks and a sample of children receiving no such attention. This is seen in raw results (Appendix E) and shown in Table I below.

Table I

Results of Self-Concept Experiment with Twenty Grade 6 Children

	M	SD	t
Control	56.44	9.37	.76
Experimental	59.89	9.96	

16 DF

The t-score of .76 indicates there is some variation in the two samples but not enough to result in a significant difference.

The experimental sample had a higher average self-concept mean score with a difference of 3.45.

CONCLUSIONS AND IMPLICATIONS

The results of this study indicate that a sample of children when randomly chosen and participating in an experiment to enhance self-concept over a four week period did not produce a significant difference in self-concept from the control group, supporting the hypothesis of this study. However, since the experimental group had a higher average self-concept mean score at the conclusion of this examination it is recommended that further research continue with a larger sample and a lengthier time line.

A further study should include the implications the results would have on the educational process of the children in such a study. Previous research suggests that subject specific self-concept enhancement results in greater scores on intelligence tests. Therefore, it is recommended that this be more closely examined with the use of subject-specific self-concept activities over a prolonged period of time.

It would also be interesting to note whether the children possessing a higher self-concept correlated with a higher intelligence level at the onset of the study.

Self-concept and the study of such is a broad and abstract field. There are many avenues a researcher can explore; therefore further research, if continuing in general self-concept enhancing exercises, should include a more rigid and structured use of material.

In conclusion it is recommended that this type of investigation continue as a longitudinal study and a look at the effect self-concept accompaniment has on these children in a future societal and educational environment.

ENHANCING A CHILD'S SELF-CONCEPT:

RELATED RESEARCH

Although not consistent in all areas of research most results suggest a moderate to significant relationship between self-concept and academic performance. Arazian and Wood (1987) suggest that the results of intervention efforts have shown an increase in self-concept and/or academic achievement immediately following intervention.

Jones (1981) suggests that one potentially valuable area for improving instruction in the classroom, is being ignored. Instead of emphasizing skill areas we should emphasize self-concept areas, especially in our remedial programs. Many studies show a positive correlation between high self-concept and other variables, i.e., behavior, intellect, attitude, and high achievement.

Harty and Smith (1977) conducted a study of school-aged youngsters in a minority community, with teachers that were serviced to teach self-concept activities prior to the teaching experience. Results show that the classes that participated in the study possessed a more positive self-concept, often interacting with and being taught by the prospective teachers. A positive shift was noted in "behavior, intellectual and school status," "appearance and attributes," "anxiety," "popularity," and "happiness and satisfaction."

Another positive correlation as noted by Youngblood in his 1976 study conducted in Manila, Philippines on 907

students. The student's ages ranged from 13 to 21 and were randomly selected from three public schools. He used a paper and pencil scale to test self-esteem, family authority structure and socioeconomic status in relation to academic achievement. Of these three independent variables, the best indicator of high school grades was self-esteem. Therefore, Youngblood firmly believes that self-esteem is crucial to greater academic achievement.

Muller and Spuhler (1976) hypothesized that self-concept influences ability to learn. Therefore, they tested this by directly manipulating the learner and then assessing his rate of learning on a subsequent task. A sample of eleven students were randomly assigned to three groups; a self-concept raised group, a self-concept lowered group, and a control group. The first two groups were designed to change their self-concepts regarding the ability to learn a foreign language. All groups learned what was a synthetic foreign language vocabulary list. The results indicate that the sample with lowered self-concepts learned more slowly than the sample with raised self-concepts or the control sample. Muller and Spuhler strongly support the notion that self-concept does effect achievement.

On the other hand, many studies have neglected to prove a significant difference in achievement, but showed a moderate change of maybe 34 percent variance (i.e., Mintz and Muller, 1977; Muller, Chambliss and Wood, 1977; Rubin, Dorle and Sandidge, 1977, Watkins and Astilla, 1980) and/or

suggest that the observed strength of the relationship between self-concept and achievement was largely dependent on the specificity of the self-concept measure (Mintz and Muller, 1977; Larned and Muller, 1979; Gose, Wooden and Muller, 1980).

In 1977 along with many other researchers, Rubin, Dorle and Sandidge conducted a study that would examine the relationship between self-esteem and both educational achievement and school behavior. They also looked at measures of intelligence and socioeconomic status to see if the self-esteem variables were independent. 530 subjects were taken from 1,559 participants in an Educational Follow-Up Study. All students were administered the Coopersmith Self-Esteem Inventory and the Stanford Achievement Test, also teacher's ratings of achievement and behavior were considered.

Rubin et al, found that self-esteem had a moderate relationship to school achievement and behavior. The combination of intelligence and socioeconomic level accounted for basically as much variance as did self-concept, intelligence and socioeconomic level; therefore, the addition of self-concept to intelligence and socioeconomic measures (3% of the variance) will not substantially increase the predictability of achievement.

Watkins and Astilla (1980) agree with Rubin et al, in the opinion that there is only a moderate association between self-esteem and school achievement. Their study

took place in the Philippines with a group of 175 girls whose ages ranged from 11 to 13. They were researching the association of self-esteem and its relationship to achievement with the common underlying influence of intelligence and socioeconomic status. Watkins and Astilla used the Coopersmith Self-Esteem Inventory and the Otis Mental Abilities Test for I.Q.

Their results showed that school achievement correlated .64 with I.Q. and .33 with self-esteem. The addition of self-esteem to the school achievement only showed 3.9% of the variance which is low but still significant.

Mintz and Muller (1977) examined the correlations between academic achievement, specific factors and global measures of self-concept. Their sample was 314 fourth and sixth grade students divided into grade level groups with and without Spanish surnames. They measured the self-concept of these students on six scales: physical size, emotional state, peer acceptance, helpfulness, success and student-self. Mintz and Muller acquired a global self-concept score from totaling the scores on the six scales.

Two specific measures, success and student-self, showed low correlation to achievement. The remaining measures, as well as the global measure, showed no relationship to achievement. It is interesting to note that the 6th grade Spanish surname students seemed to be noticeably different from the other three groups in that no

significant correlations between self-concept and achievement were found. The significant correlation between peer-acceptance and achievement for fourth grade Spanish surname students also varied considerably from the rest of the study.

The results of this study (Mintz and Muller, 1977) indicate a very low correlation between self-concept and achievement, indicating that if self-concept does have any relationship to achievement it is not very profound. Mintz and Muller conclude that the results of this study also suggest that as a group, students, have inaccurate self-concepts proposing that many children describe themselves in ways not related to their actual behavior qualities. This implies that children rarely, if ever, were taught how to form accurate self-concepts.

As noted before, many researchers looked at area specific self-concept as did Larned and Muller (1979). They conducted this study to investigate the development of the positiveness of self-concept and self-esteem in four areas and the developmental changes in the relationship between academic success self-concept and achievement or test performance.

In 1971 Mexican boys and girls grades one through nine were measured for self-concept in four areas: physical maturity, peer relations, academic success and school adaptiveness. Mintz and Muller believed that when the members of the group have accurate self-concept, there

should be a substantial correlation between measures of positiveness, self-description of academic performance and academic achievement.

In the areas of physical maturity and peer relations the positiveness of self-concept remained rather stable through the grades; however, a dramatic decline was measured in the positiveness of academic success and school adaptiveness. The physical maturity self-concept was the only measure to produce different developmental patterns for boys and girls. These patterns reflected physical size and growth rate. Basically, the trends for the two sexes in academic success self-concept, academic success self-esteem and school adaptiveness self-concept were the same.

The most exceptional result was the dramatic decline in the positiveness of self-concept and self-esteem in the areas of academic success and school adaptiveness. Larned and Muller conclude that most descriptive studies reveal a relationship between self-concept and achievement but, they cannot always be interpreted as an indication that self-concept influenced achievement. They suggest convincing evidence can be offered as to the effect of self-concept on behavior, if self-concept is first manipulated and then behavior change observed.

Again, in this study Larned and Muller imply the accuracy of self-concept is moderate.

A statement was reported by Gose, Wooden and Muller in their 1980 study that suggested that the

prediction of area specific achievement scores would be maximized with the use of subject area specific measures of academic success self-concept. Combined with intelligence or by itself, self-concept should account for a greater proportion of the variance in achievement scores than intelligence alone.

Gose, Wooden and Muller (1980) thus explored the possibility of using self-concept measures with intelligence measures to improve the prediction of achievement. The Self-Descriptive Inventory, the Academic Self-Concept Inventory, the Comprehensive Tests of Basic Skills and the Short Form Test of Academic Aptitude were administered to 47 male and 49 female sixth graders from regular, non-ability-grouped public school classrooms.

The results showed that academic success self-concept was related to achievement; however, achievement was not related to physical maturity, peer relations, or school adaptiveness self-concepts. When self-concept measures were reflective of academic success in the content areas of reading, language and mathematics, achievement was the most directly related. In each area tested, the combination of intelligence and the related academic success self-concept measures showed more achievement variance than intelligence alone.

A study conducted by Alawiye and Alawiye (1983) attempted to examine the self-concept of 156 students in grades 2, 4, 6, and 8 in the West African country of Gambia.

The Student Self Assessment Inventory measured the self-concept in areas of physical maturity, peer relations, academic success and school adaptiveness.

The independent variables were sex and grade level, while the dependent variables were the self-concept areas divided into three subsets: self-knowledge, self-esteem, and self-ideal. The most important variable in the self-concept development was grade level. The minimal effect of sex was at times associated with grade level.

Alawiye and Alawiye suggest that the patterns of self-concept were different according to the self-concept area being tested, and the developmental experience of Gambian school children is similar to students in Western cultures.

Aside from studies which examined the correlation between self-concept and school achievement, studies have been conducted to determine if a teacher can modify students' self-concept. Jones (1981) conducted a two-part study on 20 teachers, followed by a study of their classrooms.

In Part I, the experimental group consisted of 10 randomly-chosen teachers who participated in a ten-week course on human relations. The control group consisted of 10 teachers who were not at all involved in the course. The teachers were observed at two different times using the Flanders Interaction Analysis System in their classroom situation for 30 minutes. Several different area,

categories and relationships were tested and findings of this study suggest that there were significant changes in the classroom environment and verbal interaction of the teachers between the first and second observation.

The teachers that participated in the self-concept course showed an increase in sensitivity to their verbal interaction with the students and a sensitivity to understanding the importance of the classroom climate.

Part II of the study was to see if there is a difference in the self-concepts of the students in the experimental teachers' classroom as opposed to the control teachers' classroom. Ten students were randomly chosen from each classroom to take the Piers Harris Self-Concept Scale, How I feel about Myself. Pre/pro testing was done at a 20-week interval.

The findings of this part suggest a significant difference in the two groups of students. The students in the experimental teachers' classroom had higher self-concepts on five other six subscales tested. Therefore, a program in human relations training is a factor in increasing self-concept of students.

Later, a study was conducted by Bailey (1987) that examined the relationship between fourth and fifth grade student's self-concepts and the perception of their classroom environment. The students participated in the Piers-Harris Children's Self-Concept Scale and the Classroom Environment. The results indicated a significant

relationship between the Piers-Harris total score and four subscales of the Classroom Environment Scale; involvement, affiliation, teacher support and order and organization. Many correlations were indicated between different subscales of both tests.

The results of this study indicate a relationship between children's self-concept and environmental factors involved in both the teacher-student interaction and the student-student interactions.

Each study cited tested a different hypothesis that indicated different results.

Many studies show either a significant or a moderate correlation between enhanced self-concept and academic achievement. The more significant associations appeared when the researchers utilized a task-specific self-description rather than an overall self-description (Muller and Spuhler, 1976).

Many studies support the notion that what a person believes to be true about himself will influence his decisions (Scheirer, 1979). Educators believe that self-concept is a fundamental factor influencing the outcome of the educational experience (Muller, 1978). Several articles cited have proven this to be true with a moderate to significant correlation between high self-concept and academic achievement. Whether factor specific or global measures are tested, and whether studying the traditional perceptual phenomenon of self-concept or the operational

self-descriptive definition of Muller, Chambliss and Wood (1977).

Research also indicates that we can in fact modify the self-concept of our students. Spaulding (1963) indicated that there is a significant relationship between a student's positive self-concept, and the degree to which teachers are accepting, calm, supportive and facilitative. On the other hand, a negative correlation exists between a student's self-concept and teachers who are threatening, grim and sarcastic.

REFERENCES

Alawiye, Osman; Catherine Zeimet Alawiye. "Self-Concept Development of Gambian School Children." Research Report. New Mexico. 1983.

Arazian, Karen; Lorraine Wood. "The Effects of Learning Disabilities on a Child's Self-Concept," Doctoral Research Paper, Biola University. 1987.

Atlantic Teacher Corps Consortium. "Classroom Management: Teaching Techniques and Strategies for dealing with Discipline Problems." Georgia (1978).

Bailey, Glenda K. "Comparison of Self Concept and Classroom Environment in Elementary School Children.Research Report. Mississippi. 1987.

Conlee, Kevin M. "Emotional Abuse: The Hidden Crime in the Classroom." Contemporary Education. Winter, 1986. P.66.

DelPolito, Carolyn M. PHD. "Teacher Communication in the Classroom: Effects on Student Self-Concept." Paper presented at the Annual Meeting of the American Association of School Administrations. Anaheim, CA. Feb. (1982).

Gillham, Isabel. "Self-Concept and Reading" The Reading Teacher. Dec. (1967).

Gose, Aileen; Sharon Wooden; Douglas Muller. "The Relative Potential of Self-Concept and Intelligence as Predictors of Achievement." Journal of Psychology. New Mexico. 1980.

Harty, Harold; Bonnie Smith. "Influence of Preservice Teachers on the Self-Concept of School Aged Youngsters in Minority Community Agents." Research Report. Indiana, 1977.

Hoff, Helen. "Honey will Get you Further than Vinegar." Music Educators Journal. Oct. (1984). P. 24-28.

Jones. Jerry Dale. "An Investigation into the Effects of Teacher's Verbal Interactions, and Student's Self-Concept." College Student Journal. Rio Grande, Ohio. 1981.

Knight, Michael E., Terry Lynne Graham; Rose A. Juliano; Susan Robichaud Miksza; Pamela G. Tonnies. Teaching Children to Love Themselves: A Handbook for Parents and Teachers of Young Children. Prentice-Hall, Inc., Englewood Cliffs, NJ (1982).

Knight, James A. "Building a Positive School Climate." Chicago. Oct. (1985).

Larned, Donald T.; Douglas Muller. "Development of Self-Concept in Grades One through Nine." Journal of Psychology. New Mexico. 1979.

Lecky, P. "Self-Consistency: A Theory of Personality." New York: Island Press. (1945).

Maron, Chris. "Children's Feelings About Themselves." Unit for Child Studies Selected Papers 1. New South Wales University, Kensington, Australia, School of Education. (1980).

Mintz, Richard; Douglas Muller. "Academic Achievement as a Function of Specific and Global Measures of Self-Concept." The Journal of Psychology. New Mexico. 1977.

Muller, Douglas. Ph.D. "Self-Concept: An Alternative View for Education." A Presentation in the College of Education. Sept. 1978.

Muller, Douglas; Jack Chambliss and Martha Wood. "Relationships Between Area-Specific Measures of Self-Concept, Self-Esteem and Academic Achievement for Junior High School Students." Perceptual and Motor Skills. 1977.

Muller, Douglas; Robert Spuhler. "The Effects of Experimentally Induced Changes in Self-Concept on Associative Learning." The Journal of Psychology. New Mexico. 1976.

Quandt, Ivan; Richard Selznick. "Self-Concept and Reading." Temple University. International Reading Association, Newark, Delaware. (1984).

Rubin, Rosalyn A.; Jeanne Dorle and Susanne Sandidge. "Self-Esteem and School Performance." Psychology in the Schools. Oct. 1977.

Sheirer, Mary Ann; Robert E. Kraut. "Increasing Educational Achievement Via Self-Concept Change." Review of Educational Research. Winter, 1979.

Spaulding, R.L. "Achievement, Creativity and Self-Concept Correlates of Teacher-Pupil Transactions in Elementary School." U.S. Office of Education, Cooperative Research Report. 1963.

Strickland, Eric V. & Kenneth C. Campbell. "End the Other Abuse: Damaged Self-Concepts." Childhood Education. Sept./Oct. (1982).

The Me I'm Learning to Be. Incentive Publications. (1983).

Watkins, David; Estela Astilla. "Self-Esteem and School Achievement of Filipino Girls." Journal of Psychology. 1980.

Youngblood, Robert L. "Self-Esteem and Academic Achievement of Filipino High School Students." Educational Research Quarterly. Arizona. 1976.

APPENDIX A

My name is_____.

I live at _____.

I have _____ brothers and _____ sisters.

My favorite food is _____.

My favorite sport is _____.

I like to _____best.

My best friend is _____.

When my best friend and I are together we like to _____

_____.

At home I have to _____.

When I grow up I'd like to _____.

If I had a $1,000.00 to spend I would _____

_____.

Here is a picture of me and my family.

APPENDIX B

YOU AND I ARE DIFFERENT

Randy is the only part-Indian child in his school. His ancestors were members of the Cherokee tribe, and he is proud of his background. Brent, a troublemaker, makes jokes about Randy and calls him "Big Chief Randy." You are tired of hearing Brent make fun of Randy, and you decide to do something.

Would you . . .

1. Talk with your teacher about the situation? _____
2. Try to talk with Brent yourself? _____
3. Say something to Randy? _____

Explain your answer. _____

_____

_____

_____

Write a paragraph to tell about a time when someone you know was made fun of and how you think he or she felt.

_____

_____

_____

_____

_____

_____

_____

©1983 Incentive Publications, Inc., Nashville, TN. All rights reserved.

PERSONALLY SPEAKING

The person in my class whom I would choose as a lifelong friend is _____.

Three reasons why I would choose this person are:

1. _____
2. _____
3. _____

If I had to spend a month on a deserted island with only one person, the person I would choose is _____.

Three reasons why I would choose this person are:

1. _____
2. _____
3. _____

The person I would choose to live next door to for the next five years is _____.

Three reasons why I would choose this person are:

1. _____
2. _____
3. _____

©1983 Incentive Publications, Inc., Nashville, TN. All rights reserved.

PERSONALITY PARADE

Tammy likes to sing and dance and tell stories. She has a good imagination and is always cheerful. Sometimes she forgets her lunch money or library books, and she often forgets to do her homework.

Tommy is strong and well coordinated and is very good at sports. He is quiet and keeps his thoughts to himself. He does not like reading or geography, but he does well in math and science.

David is generous and kind and loves to do things for people. He has a good sense of humor and loves to make people laugh. Grownups like David a lot, and some kids say he is the teacher's pet.

Myra is a sad girl who needs to be cheered up by her classmates. She worries about her studies and often does not finish her work. Myra is a creative girl. She always wins the art contests and writes very good poetry. She likes to work alone and "do her own thing" rather than be part of a group.

Which of these people would you choose for your best friend? _____

Why? _____

Which of these people would you choose to sit beside in the classroom? _____

Why? _____

Which of these people would you choose to be most like? _____

Why? _____

Which of these people do you think would be most likely to win a class popularity contest? _____

Why? _____

©1983 Incentive Publications, Inc., Nashville, TN. All rights reserved.

THE NEW KID IN CLASS

Rose had been the new student in Ms. Brinkley's class for almost a month. No one had been friendly to her, even though she felt she had tried to be friendly. She was very lonely.

One day, Ms. Brinkley introduced another new student to the class. His name was Bobby. He was very short and very shy, and he blushed when Ms. Brinkley introduced him.

At recess, the three girls Rose most wanted to be her friends approached and began to make fun of Bobby. Here was Rose's chance to join in and be part of the group.

Write a paragraph that tells what you would do if you were Rose, and what effect this action would have on Bobby.

©1985 Incentive Publications, Inc., Nashville, TN. All rights reserved.

LEFT OUT

Meg and Sarah were best friends, and they always ate lunch together. Meg's class went to lunch first, so she saved Sarah a seat every day. One day Sarah got to the end of the lunch line and went toward their usual table. She was excited about telling Meg that Tommy, the smartest kid in school, had asked for help on a math assignment. But Meg wasn't there. Sarah looked around and saw Meg at another table. When Meg saw Sarah, she started laughing and whispering to two other girls. Sarah felt awful. There was no seat saved for her!

On the lines below, write what you would do if you were Sarah, what you think would happen next, and how you think Meg and Sarah's friendship would be affected.

©1993 Incentive Publications, Inc., Nashville, TN. All rights reserved.

FEELINGS TO FIND

Find and circle seventeen words that name ways you have felt or may feel.

After all the words are found, color the "good" feelings red and the "bad" feelings green.

How many red words do you have? _____

How many green words do you have? _____

Word list:

kind
loving
alone
anxious
joyful
trusting
angry
upset
glad
fearful
hurt
frustrated
happy
dumb
generous
hating
sad

A	N	G	R	Y	O	L	A	H	E	G		
U	P	S	E	T	R	G	L	A	D	E		
J	F	E	A	R	F	U	L	P	U	N		
O	E	D	H	U	R	T	I	P	M	E		
Y	O	N	A	S	H	S	O	Y	B	R		
F	R	U	S	T	R	A	T	E	D	O		
U	K	J	K	I	N	D	T	A	F	U		
L	O	V	I	N	G	E	S	I	E	S		
U	R	E	N	G	P	A	L	O	N	E		
N	A	N	X	I	O	U	S	R	A	G		

©1983 Innovative Publications, Inc., Nashville, TN. All rights reserved.

FEELINGS

Complete these sentences to describe feelings you have had.

1. I thought I would cry when _____
_____.
2. My heart began to pound with fear when _____
_____.
3. I wanted to shout with happiness when _____
_____.
4. I was so embarrassed I wanted to hide my head when _____
_____.
5. I could hardly believe my good luck when _____
_____.
6. I felt proud when _____
_____.
7. I felt very sad when _____
_____.
8. I felt so safe when _____
_____.
9. I was discouraged by _____
_____.

©1983 Incentive Publications, Inc., Nashville, TN. All rights reserved.

A WORD ON FEELINGS

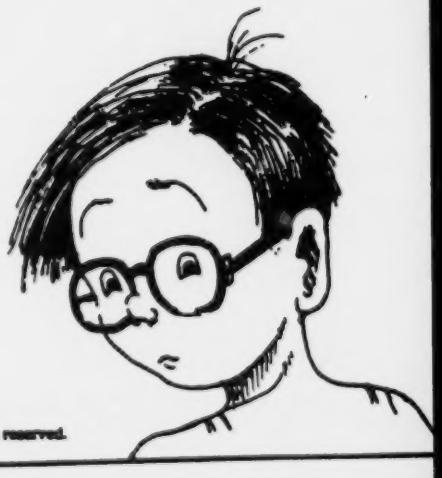
Write just one word to tell how you would feel in each of the situations.

You are nominated for class president. You win the election by receiving almost all the votes. _____
OR
You win the election by receiving only one vote more than the person who ran against you. _____

You leave your seat during work time to help a friend who does not understand a math problem. In a cross voice, the teacher asks you to return to your seat immediately. _____
OR
When the friend asks you for help, you say that you are not supposed to talk during free time, and you continue with your own work. _____

On a hot summer day, your friends kick off their shoes to wade in a pool marked with a sign: ABSOLUTELY NO TRESPASSING. You decide not to wade even though you want to very much.

_____
OR
You kick off your shoes and wade in because you do not want to be "different." _____



©1985 Incentive Publications, Inc., Nashville, TN. All rights reserved.

THE PERSON I'D LIKE TO BE LIKE

The person I would like to be just like when I grow up is:

_____

Three things I admire about this person are:

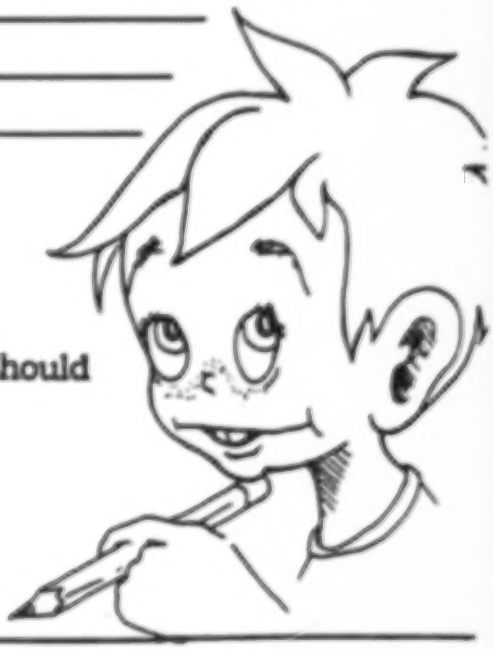
1. _____
2. _____
3. _____

Three things I would like to do if I grow up to be like this person are:

1. _____
2. _____
3. _____

To help me grow up to be like this person, I could begin now to:

1. _____
2. _____
3. _____



Everyone likes to be admired. Maybe I should tell the person I want to be like about it.

©1993 Incentive Publications, Inc., Nashville, TN. All rights reserved.

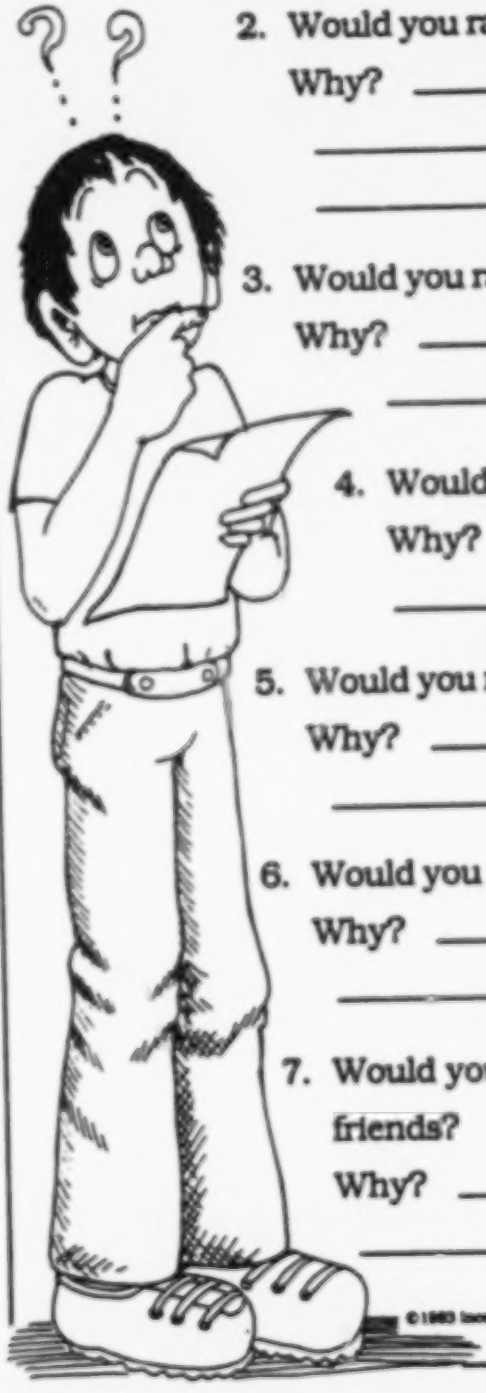
LOOKING AHEAD

1. When I think about being old, I usually feel _____.
2. I think that being a child is _____ than being old because _____.
3. Most of the old people I know are _____.
4. The thing I think the old people I know probably like most about me is _____.
5. When I am old, I would like to be like _____ because _____.
6. When I am old, I hope I will not be _____.
7. I am looking forward to being able to _____ and _____.
8. I hope people will say that I am a _____ older person.
9. On the whole, I think that being old will be _____.

© 1985 Incentive Publications, Inc., Nashville, TN. All rights reserved.

WHICH WOULD YOU RATHER BE?

1. Would you rather be rich or famous?
   Why? _____
   _____



2. Would you rather be beautiful or brilliant?
   Why? _____
   _____
   _____

3. Would you rather be artistic or athletic?
   Why? _____
   _____

4. Would you rather be handsome or talented?
   Why? _____
   _____

5. Would you rather be creative or well-organized?
   Why? _____
   _____

6. Would you rather be a good reader or a good writer?
   Why? _____
   _____

7. Would you rather have a thousand dollars or a thousand friends?
   Why? _____
   _____

©1993 Incentive Publications, Inc., Nashville, TN. All rights reserved.

GETTING ALONG WITH GROWNUPS

1. One thing the grownups I know do that I especially like is _____.
2. One thing the grownups I know do that I just hate is _____.
3. One thing I do that the grownups I know especially like is _____.
4. One thing I do that the grownups I know just hate is _____.
5. One thing the grownups I know could do to make life easier and more pleasant for kids is _____.
6. One thing I could do to make life easier and more pleasant for the grownups I know is _____.
7. One thing I think grownups and kids should talk more about is _____.
8. One thing I think grownups and kids should do together more often is _____.
9. One thing I hope I will remember to do for kids when I am grown up is _____.

©1983 Incentive Publications, Inc., Nashville, TN. All rights reserved.

TIME TO BE GRATEFUL

Fill this square with words or pictures to show twenty things for which you are grateful.

©1983 Incentive Publications, Inc., Nashville, TN. All rights reserved.

THE GOOD DEED PYRAMID

A wise man once said, "One good deed deserves another."

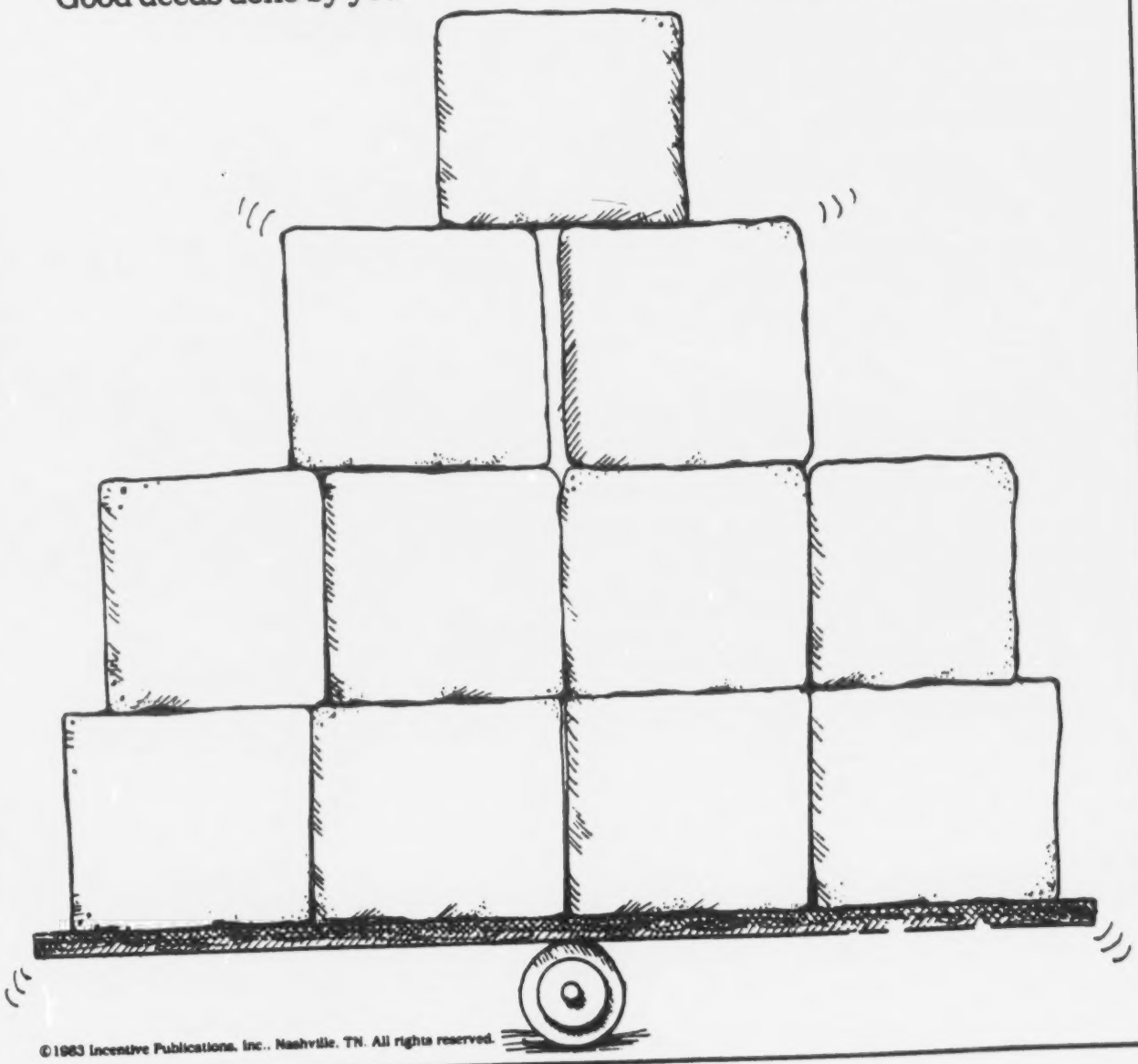
Have you ever stopped to think about the good deeds that other people do for you and the good deeds you do for other people?

Who does more good deeds, you or other people?

To help find the answer to this question, fill in each building block in the pyramid below with a good deed that has been done by you or for you in the past few days. Write yours on your side, theirs on their side. Will your pyramid be balanced?

Good deeds done by you

Good deeds done for you



©1983 Incentive Publications, Inc., Nashville, TN. All rights reserved.

APPENDIX C

I'M ME. I'M SPECIAL. NO ONE IS JUST LIKE ME.

I AM LIKE OTHERS IN SOME WAYS,BUT I AM STILL VERY DIFFERENT.

PLEASE DON'T COMPARE ME WITH MY BROTHERS, SISTERS, OR FRIENDS.

OTHERS NEED TO KNOW I'M SPECIAL. TALK ME UP!

HELP ME TO KNOW THAT OTHERS ARE SPECIAL IN THEIR OWN WAY TOO.

APPENDIX D

EXPERIMENTAL GROUP

SCORES FROM PIERS-HARRIS CHILDREN'S

SELF-CONCEPT SCALE

Student	Raw Score	Percentile	Stanine
A	61	71	6
B	65	82	7
C	76	99	-
D	52	46	5
E	45	29	4
F	51	44	5
G	64	79	7
H	70	93	8
I	55	55	5

CONTROL GROUP

SCORES FROM PIERS-HARRIS CHILDREN'S

SELF-CONCEPT SCALE

Student	Raw Score	Percentile	Stanine
A	52	46	5
B	67	87	7
C	55	55	5
D	47	33	4
E	46	31	4
F	60	69	6
G	69	91	8
H	66	85	7
I	46	31	4

APPENDIX E

FOR OUSTANDING SERVICE

Fill out this Outstanding Service Award and present it to a person who, in your opinion, has contributed greatly to making your home, classroom, or community a better place to be. Be sure to give the reason for your choice.

Outstanding Service Award

Presented to _____
(name)

on _____
(date)

Because _____

_____

_____

_____

_____

_____

_____
(Signature)

©1983 Incentive Publications, Inc., Nashville, TN. All rights reserved.

BADGES OF HONOR

Write the name of the person you know who is the most deserving of each badge below.

Write just one sentence to tell why you chose this person for the badge of honor.

Name _____

Because _____

_____

_____

Name _____

Because _____

_____

_____

Name _____

Because _____

_____

_____

©1983 Incentive Publications, Inc., Nashville, TN. All rights reserved.